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ABSTRACT

This document is designed to provide information about learning modules-- how they can be used, what their components are and how they can be designed and evaluated. Examples of learning module components that have been developed by Head Start Supplementary Training/Child Development Associate training programs are included as well as examples of learning activities and sample evaluation forms. Appendices contain a procedure for specifying training objectives based on the CDA competencies, suggested criteria for assessment in the CDA training project, sources of training materials produced by CDA training projects and a selected bibliography of competency-based training. (MS)

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Developing Learning Modules for Child Development Associate Training: A Guide

Prepared by
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High/Scope Educational Research Foundation

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Introduction

This document is designed to serve two needs: first, to provide information about learning modules - what they are, how they can be used, what their components are, and how they can be designed and evaluated. The second purpose is to provide examples of learning module components that have been developed by Head Start Supplementary Training/Child Development Associate training programs. In a few cases, these components do not perfectly match the criteria set forth for designing them. This is due to the developmental aspects of either the component examples, the criteria for the components, or both.

The developmental nature of the Child Development Associate (CDA) project contributes to the difficulty in defining the state of the art. By the time the relevant data have been collected, CDA programs visited, discussions held with those involved with the project, and the resulting information sorted, written, published and distributed, the state of the art has advanced, making some of the information obsolete. Therefore, printed materials concerning this dynamic project are a "what has happened" rather than a "what is happening" documentation. This report, like others, should thus be considered a rear view mirror look at the learning modules and materials being developed by the HSST/CDA training programs. Many of the examples presented in this document have probably been revised and in some cases dropped altogether in favor of further developed materials that were not available at the time this paper was prepared.

What Are Learning Modules?

The phrase "learning module" has been used to label everything from courses to film strips. What follows is a definition which was constructed after surveying publications, reviewing learning modules, and talking with people who design them.

A learning module is a structure for experiences and activities designed to help a learner acquire and demonstrate a specific competency or group of competencies in an effective and efficient manner.

Learning modules are used in training programs so that individual students can progress at their own pace and in their own learning style toward identified objectives. The learning module has provisions for helping the student identify strengths and weaknesses in regard to the specific competency and offers several alternative means to acquire that competency.

Not all types of instruction are best suited for every student. The students can tell you which types of learning activities they prefer. Do they like to read, watch films, participate in group discussions, attend seminars or work individually? Modules can provide a framework for these and many kinds of learning activities and experiences. Seminars, study questions, slide/tapes, demonstrations, programmed instruction, computer assisted instruction, cluster classes, mini-lessons, workshops, and even units of traditional lecture classes can be incorporated into modules.

Who Can Design and Construct Learning Modules?

Who can design learning modules that are best suited for your program? You. Your students. This might be part of the students' documentation of attainment of the specific competency. You can also have assistance in producing learning modules from other members of your staff, personnel from the college instructional technology department or instructional resource center, or students studying in related fields (e.g. instructional design, tests and measurements, educational psychology, etc.).

What Are the Components of Learning Modules?

Components of learning modules:

- Objectives
- Rationale
- Prerequisites
- Initial Evaluation[1]
- Learning Experiences and Activities
- Learning Module Completion Evaluation[2]
- Review
- References

You may have encountered other components or other labels for components while designing or evaluating modules; The names may vary but the characteristics are probably similar.

Explanations for each of the components are presented below.

Objectives

The objectives section of a learning module contains a clear statement of the desired outcome. It tells the student exactly what knowledge or skill she is expected to acquire in order to complete the module. The statement clearly describes what the learner will be able to do as a result of successfully completing the learning module.

The objectives are descriptions of the intended learning outcome. The result of mastering the objective is either a product or a behavior. In other words, the output of a learning module is something that is observable (a lesson plan, an activities list, a room arrangement, etc.) or an observable teaching performance (a teaching strategy, a special way of working with children, etc.).

(See Appendix A for a procedure that may be used in specifying training objectives based on the CDA competencies.)

The following are excerpted examples of objectives from modules and other CDA training materials. As stated previously, the developmental nature of the CDA program is reflected in these examples, thus, they may or may not meet the criteria set forth in this paper.

1 The reader will find this component referred to as *preassessment* most frequently in learning modules and in the literature concerning learning modules. The phrase *initial evaluation* is used here to avoid confusion with the terminology associated with assessment for credentialing.

2 The reader will find this component referred to as *exit assessment* most frequently in learning modules and in the literature concerning learning modules. The phrase *learning module completion evaluation* is used here to avoid confusion with the terminology associated with assessment for credentialing.

EXAMPLE A - OBJECTIVES

The student should be able to:

1. Define a philosophy of working with parents and describe a variety of ways to plan for parent involvement.

2. Demonstrate understanding and acceptance of alternative ideas and attitudes about child-rearing which are related to various ethnic/cultural differences.

3. Describe a variety of goals for parent education programs and evaluate their validity for different socio-economic and ethnic communities.

4. Complete at least three observations of adult interaction and evaluate the quality of that interaction.

   a. parent-child interaction
   b. parent-teacher interaction
   c. parent-group meeting

5. Plan, conduct, and evaluate one program for parents.

   a. Develop and conduct an educational parent meeting
   b. Provide focus and leadership for a discussion group meeting
   c. Plan and conduct a parent conference

Source: North Seattle Community College, Early Childhood Education Program

EXAMPLE B - OBJECTIVES

To complete this module, the trainee must show evidence that he has:

- recorded child behavior with time samples;
- recorded child behavior with anecodotal records;
- summarized information on one child as a case study.

The definitions for these terms are taken from The Children We See, Chapter 4, by Betty Rowen.

Source: Fall River, Massachusetts, Child Development Associates Training Program, Module Four: Observing Children.

EXAMPLE C - OBJECTIVES

Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities. Use of audio-visual machines which enhance the daily curriculum.

Source: Allen University, Office of Child Development, Child Development Associate Project, Dimension IV, Activity Planning/Selection of Materials

EXAMPLE D - OBJECTIVES

1. The student will be aware of the characteristics of children's art from the first unrecognizable scribbles to controlled scribbles to named scribbles to the use of symbols. The student will recognize that each child is different, that there are certain stages that children go through that are similar in all parts of the world, in all socio-economic groups and cultures, and thus be able to evaluate the child's creative growth.

2. The student will become acquainted with the kinds of materials, tools, and projects that are suitable for pre-school children, will know how to prepare a work area, and how to distribute, clean up, and care for materials.

3. The student will be able to plan a program that provides for experimentation, know how to motivate and excite children, and how to help the children to better perceive the world in which they live.

Source: Bemidji State College, Child Development Associate Project, Art Module.

EXAMPLE E - OBJECTIVES

Teaching Skills - the teacher will provide opportunities so children will have:

A. Active participation-the teacher will allow the child to:

1. Handle material

2. Use material in exploratory ways

3. Talk about what he is doing with the material

4. Have the time to see what happens to the material

EXAMPLE E - OBJECTIVES
(continued)

B. Independent choices - the teacher will:

1. Provide choices relevant to the individual child's needs.

2. Provide for at least two activities simultaneously so child can choose from among them.

3. Allow the child to make choices on his own.

4. Allow time for the child to make choices.

C. Experimentation - the teacher will:

1. Allow time for the child to manipulate the materials.

2. Provide materials that can be used in a variety of ways.

3. Allow the child to explore in his own way and style.

4. Provide, as often as possible, real materials in preference to imitations or pictures.

Source: Asheville Child Development Training Program, CDA Progress Profile, Objective B.

Rationale

This may be the most important component of a learning module. While the objectives of the module describe for the learner the competency or competencies she is expected to master, the rationale tells her why it is important to have these skills. Whether the rationale for the learning module is located under a specified component heading labeled "Rationale" or found throughout other components of the module, probably makes little difference. Wherever the logical or theoretical underpinnings of the module are presented, the creator of the learning module needs to address some basic issues related to the reason or reasons for the module's existence. To help convince the student of the importance of the competency, answers should be provided to questions such as: Why is it important for the student to master this objective and thus acquire this skill (competency)? How will this skill make the student a better teacher? How will this teaching skill help the children's social and intellectual development?

One of the problems associated with competency-based training is the inexperience of many students who have seldom, if ever, worked in an individualized learning environment. Throughout most, if not all, previous formal education, students have learned to listen to lectures, take notes, commit to memory the information presented in lectures and in reading assignments given by the instructor and, in the end, answer test questions based on information the teacher believes appropriate and important.

Thus, the more open style of learning associated with individualized instruction and learning modules may cause adjustment difficulties for some students. Including a strong rationale in the learning module will help convince the student that the objective is necessary and important, thus giving the student a reason and motivation to work individually on mastering the competency.

Prerequisites

The prerequisites component informs the student of the competencies on which the module is built and the knowledge or competencies that may be needed to begin the module. A statement of where the information about needed competencies can be found would help the student independently pursue the training.

When the prerequisites are held to a minimum, students have greater training flexibility and options.

Initial Evaluation[3]

By the time the student has gone through the first three components (objectives, rationale, and prerequisites), she knows what the specific competencies are, what she will be demonstrating when she has mastered the competency, why the competency is important, and what competencies she might need before beginning this new module.

The initial evaluation procedure helps the student diagnose her own competence. She is given the opportunity to decide not to go through the learning activities if she can demonstrate her competence by mastering the stated objectives of the module.

This component also provides the student with feedback that will help her identify additional training needs. This information, usually provided by the trainer, may help the student and trainer decide which activities would be helpful in gaining competence in the specified area.

The following are excerpted examples of initial evaluation procedures from learning modules and other CDA training materials:

EXAMPLE A - INITIAL EVALUATION

SELF EVALUATION PRETEST: TEACHING TECHNIQUES WITH PRESCHOOLERS

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. I enjoy my time with preschoolers.				
2. I speak with a calm, kind voice.				
3. I speak directly to the child and don't shout at him from a distance.				
4. I speak to the child distinctly and in short meaningful sentences that he can always understand.				
5. I stoop or sit on the floor or a low chair to always be on the child's level.				

3 The reader will find this component referred to as *preassessment* most frequently in learning modules and in the literature concerning learning modules. The phrase *initial evaluation* is used here to avoid confusion with the terminology associated with assessment for credentialing.

EXAMPLE A - INITIAL EVALUATION
(continued)

Source: Bemidji State College, Child Development Associate Project, Early Learning Climate Module

EXAMPLE B - INITIAL EVALUATION

Pre-assessment:

1. After writing the daily schedule for the program, the trainee will specify:

   the needs of the children fostered by having a daily schedule;

   the purpose of each part of the daily schedule;

   the program goals furthered by the daily schedule.

2. Having identified the transitions in the daily schedule, the trainee will demonstrate use of several methods for making transitions smooth for the children.

3. Having observed two complete activities, including transitions into and out of the activities; and lunch, including transition before and after lunch, the trainee will write what the teacher says and does, and what the children are experiencing (direct and incidental learning).

4. Given a self-evaluation form written by the trainee and an evaluation form written by the trainer, and the information from above (#1, 2, 3), an analysis will be made in conference to specify areas of competency and areas of weakness.

Source: Fall River Child Development Associate Project, Module II: Daily Schedule Area 4, 7, and 8, Level II

EXAMPLE C - INITIAL EVALUATION

CDA SELF-EVALUATION AND CHECKLIST

An anecdotal note should be made below each characteristic exhibited by the CDA and the scale level charted.

Do I really listen to what students say?	5	4	3	2	1
Do I accept valid criticisms and suggestions without becoming upset?	5	4	3	2	1
Do I follow suggestions of the cooperating teacher or CDA supervisor?	5	4	3	2	1
Do I try to develop a friendly attitude with all of my co-workers?	5	4	3	2	1
Do I give too much help to students rather than allowing them to think?	5	4	3	2	1

Source: The Idaho Consortium Child Development Associate Project

EXAMPLE D - INITIAL EVALUATION

Form for Assessing Training Needs

Teacher planning for and participation in self-selected activities.	Add'l Training	No Training
Does trainee interact with children during self-selected activities? 1. verbally 2. supervisory 3. extending play CLUES: 1. Is trainee's speech understandable to children? 2. Do children look to the trainee for help? 3. Do children include the trainee in activities, play?		

Source: West Georgia College, Carrollton, Georgia

EXAMPLE E - INITIAL EVALUATION

Demonstrates	Needs Help	Creative and Independent Thinking
_____	_____	1. Encourages children to ask questions.
_____	_____	4. Refrains from lecturing or dictating information.
_____	_____	5. Is available whenever children need adult guidance.
_____	_____	6. Encourages the child's sense of independence.

Recommendations: _____

_____

Source: Community College of Denver, Child Development Associate Pilot Training Program, Page x, Competency B

Learning Experiences and Activities

The learning experiences and activities components of learning modules are the means to competency, not the end. The candidate must demonstrate competency rather than simply complete the activities. Students realize that completion of the module depends on what they can do rather than which activities they have completed. Only if the students show a need for improvement in a specific area (as determined in the initial evaluation), or wish to refresh and reinforce their competence, it is necessary to enter this component.

The activities and experiences should reflect the particular needs of the student and be based on the student's learning style. Many activities and experiences that will help the student attain the specific competency or set of competencies should be offered in this component. The student should be able to select activities she feels are important and will help her to attain competence. Also, the student should have the freedom to design and create experiences she believes will help her achieve the objectives.

The student should be presented with learning activities in an order which is most likely to assist the student in achieving the goal. This might be done in cooperation with the trainer. If there is a developmental or sequential pattern in the module the student should be aware of this so she may plan her training accordingly.

The learning module should take group needs into account. If several students demonstrate a need for very similar training the module might contain group activities for those who learn well in groups.

When designing the learning activities consideration must be given to the conditions of the objectives. For example, if the objective is ultimately to be demonstrated in a classroom with children, the learning activities need to offer practice of the activities in a classroom. Although "simulated" activities may be helpful (e.g., role playing), the field training needs to provide practice in a "real" situation.

The learning materials and activities must be related to the objective. There is no excuse for "busy work". Students will soon discover dubious activities and question their necessity and value.

Learning modules allow the students to become involved in making decisions and creating learning activities. If the module is to be "humanized", it needs to refrain from being too systematic, too programmed or too authoritarian. Give students as much responsibility as they wish; all they should do is agree upon the validity and importance of the objective. How they accomplish the objective is secondary to the fact that they are gaining in competence.

Possibly the most worrisome problem concerning the use of modules is that they may lead to "performing" the objectives without understanding their meaning. For example, a module on how to ask divergent questions will not have much impact unless it is combined with other aspects of cognitive development. In other words, the student, after going through a module on asking divergent questions, may be able to demonstrate her skill for the trainer, but if she does not understand the reasons and the importance of divergent questioning, she may simply be "performing" the skill for the sake of completing the module. Chances are she will fall back into the old ways of doing things after she has "performed" her skills for the trainer.

The completion of the learning activity is not the goal--the acquisition of competence is.

Excerpted examples of learning experiences and activities from learning modules and other CDA training materials:

EXAMPLE A - LEARNING ACTIVITIES

Choose and complete one of the two following activities, or do a similar one of your own.

a. Arrange a trip to the zoo for children from your class. Be sure to visit those animals that are distinguishable according to sex. It would be fun for the children to spend a few minutes with the zoo keeper as he tells them a little about how the "boy" and "girl" animals look different.

b. After the visit, try a group story (actually, two stories). Let the group decide which animal bird, or fish ("boy" and "girl") to write about. Then get them started with a sentence such as "My name is _____ and I am a boy peacock." Together, you add a few sentences about how he looks, what he does, etc. Then go to "My name is _____ and I am a girl peacock." As the children give you the stories, write them in full view on a long piece of newsprint paper.

c. Once the stories are written, let each of the children paint or draw the animal in the story, the zoo, etc., in mural style on the paper. Later, of course, display the mural.

Source: Community College of Denver, Child Development Associate Pilot Training Program, Competency C

EXAMPLE B - LEARNING ACTIVITIES

Skill Development Activities:

1. Read about daily schedules and discuss with staff portions you feel can be incorporated into your schedule. Some suggested books are:

   The Years Before School; Todd and Heffernan.

   Early Childhood: Behavior and Learning; Landreth.

   The New Nursery School; Nimnicht, McAfee and Meier.

   The Cognitively Oriented Curriculum; Weikart, et al.

2. Make a videotape recording of the children in a complete segment of day (example: begin with transition into choice time, record all of choice time as well as transition of clean up and into the next part of the program). When viewing the tape after school, analyze the responses of the children. Discuss with staff, alternate ways of planning parts of the day, based on needs you have identified in the tape. Implement changes; and after a few weeks, make a VTR again to see the responses of the children. Make appropriate changes in the day, etc.

3. Make a chart with each segment of the day, and analyze what children can be learning (skills and attitudes) during routines and program, and list possible methods of helping children to learn.
   Example:

Part of program	what a child can learn	ways I can help
juice or snack	health habits; wash hands before eating; eat on a clean table; clean up messes when we are done.	explain "why" we do these. Plan enough time for washing-up; maintain clean up materials near by; help children to clean up.

EXAMPLE B - LEARNING ACTIVITIES
(continued)

Skill Development Activities - continued

Part of Program	What a child can learn	Ways I can help
juice or snack	positive attitudes toward eating nutritionally	stress the positives about food. Plan for children to help prepare parts of the meal- clean fruit and vegetables.
	responsibility and social development; children set table, pour juice from manageable containers, talking with others about pleasant things. language and conceptual development compare more/less count. textures & flavors. colors. shapes.	give an example of how to pour safely; become a model of pleasant talk and calm manner. ask questions

4. Visit another preschool for at least an hour. By observing the children's responses and teacher behavior, try to figure out the expectations and routine involved in what you observe. Share with staff ideas you could implement in your program.

Individual Learning Contract

Activities I have chosen to develop competency in implementing a daily schedule:

Activities Date to be completed

Source: Fall River, Child Development Associate Project, Module II: Daily Schedule, Area 4, 7 and 8.

EXAMPLE C - LEARNING ACTIVITIES

SPECIFIC SKILLS: Increase knowledge of things in their world by stimulating observation and providing for manipulative constructive activities.

Relevant skills [ ]

TECHNIQUES: To take a walk around your center's block, or go on a trip; focus on children's observation and later encourage children to reconstruct what they observed.

Teacher Tasks - How will you achieve these skills	Completion Date

Source: Asheville Child Development Associate Training Program, Asheville, North Carolina

EXAMPLE D - LEARNING ACTIVITIES

Enabling activities:

Field Experience activities:

1. Set up the classroom into interest areas giving consideration to the age and developmental level of the children. Partition the areas from the main activity of traffic.

2. Introduce the interest areas to the children and explain the limits and use of the materials.

3. Arrange a cubby for each child for outside wraps, and a cubby for personal treasures. Depending on the age of the children and/or their symbolic functioning arrange a symbol with their cubbies, e.g., for three year olds, a large 3" square pictorial representation; for four year olds, a color and shape; for five year olds, their name printed at least 2" high - colorful and neat.

4. Arrange for a job chart or for group clean up in the daily schedule.

5. (Candidate and/or field trainer determined activity).

Skill Development activities:

1. Keep a brief record of how children use the interest areas, making weekly notations. Once a month review these notes and make changes in organization if needed.

2. Make a chart of what children can learn from the interest areas. Choose three interest areas and list ten ways to extend and expand these areas. Over a period of time, try some of these ideas with the children.

3. Keep track over a three month period of materials used; at least every three months introduce new and more complex materials while returning some materials to storage.

4. Review the arrangement of the room giving consideration to the effects of a small room; encourages groupness and immediacy of response; it can contribute to an intimate and cozy atmosphere; a large room: encourages activity; allows furniture to be changed, encourages exploration, and allows for places to be alone; a long hall: requires marking the space, planning for traffic patterns, and placing obstacles.

EXAMPLE D - LEARNING ACTIVITIES
(continued)

Over a period of two weeks, keep track of flow patterns. Then evaluate the arrangement and make any necessary changes.

5. Display each child's work: paintings or drawings should be matted and the child's name and dictated story should be carefully printed on a separate chart paper. Children's work should be changed frequently (at least each week) and be displayed at eye level.

6. (Candidate and/or field trainer determined activity).

Source: Fall River Child Development Associate Training Project, Module II, Area 1, 2 and 3, Level II

EXAMPLE E - LEARNING ACTIVITIES

1. Read the articles in the reading booklet, "Creative Drama," included in this instructional booklet.

2. For more information about creative dramatics, you may wish to do the suggested readings in the book, Development Through Drama, by Brian Way. You will find many exciting ideas in this book which will be helpful in the teaching of creative dramatics. A list of suggested readings from this book can be found in the reading booklet, "Creative Drama" included in this instructional booklet.

3. Teach several lessons in creative dramatics, using ideas from the materials, activities and exercises booklet included in the Appendix, from the text Development Through Drama, from the book Poems Children Will Sit Still For, or create your own ideas for lessons. Complete the lesson plan forms included in your supplies folder (3, 5, 4, 3) and using the blank cassette tapes, 3.5.4.1. in your supplies, tape these lessons. At the end of the lesson, evaluate the results in one of two ways: Prepare a written evaluation using the forms 3.5.4.4. in your supplies, or tape-record your self evaluation on the cassette, immediately following the lesson. Use the evaluation forms in your supplies as a guide. These forms and tape may be handed in to your field coordinator. The tape will then be returned to you with comments, and helpful suggestions.

Source: Bemidji State College, Child Development Associate Training Project, "Creative Drama, Module #5"

Learning Module Completion Evaluation[4]

The goal of CDA training is the student's attainment of competence. The purpose of this component is to determine if the student has mastered the competencies according to the stated criteria and to provide feedback to the student concerning the need, if any, for further training. This procedure is also a means of reinforcing the mastered competencies while examining the student's need for additional training.

The student, working with the trainer, may help develop this evaluation procedure or select from a list of procedures the one she feels would fairly assess her competence. This approach to identifying the evaluation procedure should help establish a relationship of trust and fairness that will assure the trainee that she has some control over her training. Also, the trainee's input into the procedure will serve to further acquaint her with the competency-based style of training, help to clarify the objectives of the learning modules, and determine how she can best document the attainment of competence.

Once the evaluation procedure is clearly defined, the student then has the option of determining when the evaluation will take place. The student may progress through the learning activities until such time as she believes she is ready for the procedure. She may be assisted in this decision by her trainer, but she should have the final say about when the evaluation will take place. The evaluation should be focused on the objectives of the module. However, the trainer should be aware of the competencies that are missing from the student's performance as part of the total training process and integration of skills. The procedure needs to be carefully reviewed to be sure each competency in the learning module is being appraised. The students should be told of the weaknesses of an evaluation procedure as well as its strengths. The student shouldn't consider the evaluation as a totally reliable procedure that guarantees her mastery of the competency, but rather a means of documenting what she had done.

The evaluation procedure produces a simple yes-or-no statement about the student's mastery of the competency. If the student has met the objectives she may move to another learning module; if not, she needs additional training as determined by the student and the trainer.

(See Appendix B for some suggested criteria for assessment.)

The following are excerpted examples of learning module completion evaluation procedures from modules and other CDA training materials.

4 The reader will find this component referred to as *exit assessment* most frequently in learning modules and in the literature concerning learning modules. The phrase *learning module completion evaluation* is used here to avoid confusion with the terminology associated with assessment for credentialing.

EXAMPLE A - LEARNING MODULE COMPLETION EVALUATION

POST-ASSESSMENT - PART I
FIELD COORDINATORS EVALUATION

Early Childhood Skills	Yes	No	Sometimes	Couldn't Observe
A. Is the child allowed to be independent in his thinking and his actions?				
B. Is the child taught to be a responsible part of the group?				
C. Does the child receive praise for things well done (positive reinforcement)?				
D. Are the activities suitable for the pre-school age level of the children?				
E. Are these activities in the classroom suitable and interesting for both boys and girls?				
F. Have the teachers set up centers of interest in the room?				
G. Is the room arrangement interesting and creative?				

EXAMPLE A - LEARNING MODULE COMPLETION EVALUATION
(continued)

Culture	Yes	No	Sometimes	Couldn't Observe
A. Is there evidence of a study of other cultures in the classroom?				
B. Are games, songs, interest centers, etc. which utilize culture experiences being used?				
C. Have the parents been involved in the program?				
D. Have other community people been involved in the program?				
E. Have the staff made home visits?				

Source: Bemidji State College, Child Development Associate Training Project, "Early Learning Climate" Module #1

EXAMPLE B - LEARNING MODULE COMPLETION EVALUATION

Post-Assessment:

1. After writing the daily schedule for the program, the trainee will specify:

   the needs of the children fostered by having a daily schedule;

   the purpose of each part of the daily schedule;

   the program goals furthered by the daily schedule;

2. Having identified the transitions in the daily schedule, the trainee will demonstrate use of several methods for making transitions smooth for the children.

EXAMPLE B - LEARNING MODULE COMPLETION EVALUATION
(continued)

3. Having observed two complete activities, including transitions into and out of the activities; and lunch, including transition before and after lunch, the trainer will write what the teacher says and does, and what the children are experiencing (direct and incidental learning).

Source: Fall River Child Development Associate Training Project, Module II: Daily Schedule, Area 4, 7, and 8, Level II

EXAMPLE C - LEARNING MODULE COMPLETION EVALUATION

Memory-motor experiences

Verbalized actual motor movements of the child (e.g., you moved the sink next to the stove, crawl under the table). _____

Assists the child in developing awareness of stable objects taking up space in the environment (e.g., parts of the building and their relationship to each other; compare space filled by window or door). _____

Assist children in perceiving space, distance, and position in pictures, (e.g., discussion of pictures, which is nearest or nearer to road). _____

Gradually increases complexity and length of verbal directions. _____

Language and reading experience

Makes available or uses printed words in the classroom (e.g., name tags, signs, pattern of school system's printing, tactile letters). _____

Encourages formation of symbols such as letters and numerals. _____

Helps child begin to see words as made up of specific symbols. _____

EXAMPLE C - LEARNING MODULE COMPLETION EVALUATION
(continued)

Uses field trips for language and vocabulary development, (e.g., responds to children's interests as they occur in a way leading to language expansion. Encourages children to talk about the field trip, takes pictures which children can discuss and review after the field trip). _____

Encourages children to use resources if they do not know the meaning of a word. _____

Source: University of Wisconsin at Milwaukee, "Cognitive Competency Checklist"

EXAMPLE D - LEARNING MODULE COMPLETION EVALUATION

	Needs Training	Competent	Exemplary
Extend children's knowledge through direct and indirect experiences (a story would provide indirect experience), including how things work, what plants and animals need to live, basic work processes necessary for everyday living.			
a. Interview the CDA candidate and determine if field trip experiences are an important part of the center program.	☐	☐	☐
b. Interview the CDA candidate and determine if field trip experiences are anticipated in the classroom with related activities, and followed-up after the trip.	☐	☐	☐
c. Observe the CDA candidate in interaction with children and determine if the candidate provides both direct and indirect experiences for the children.	☐	☐	☐

Source: Arizona HSST, Central Arizona College

EXAMPLE E - LEARNING MODULE COMPLETION EVALUATION

	Low Competent High 1 2 3 4 5 6 7 8 9 10
She provides for each child to have time of his own to do as he chooses.	
She provides for new materials, new activities and new situations for learning for each child according to his interest and growth pattern.	
She provides enough of the "familiar" in the day in terms of routine activity and learning to give the child security.	
The teacher gives special consideration to planning for certain individual children with special needs.	
Planning is based on large blocks of time which is used flexibly so that the day flows through from activity to activity without any feeling of a break or tensions.	

Source: West Georgia College, Level II, Area B.

EXAMPLE F - LEARNING MODULE COMPLETION EVALUATION

Performance Objectives	What have you done with children	What have you done with other teachers/ instructors	What have you read?	What have you written?	What have you made, demonstrated or photographed	What changes have you made in the center where you teach
13. To become familiar with Piaget's description of children's thinking.						
14. To relate Piaget's cognitive theory to previous knowledge and experiences in teaching children.						
15. To reflect an understanding of Piaget's theory in the planning of learning environments and activities for children.						

Source: Community College of Denver, Child Development Associate Pilot Training Program, Competency C

- LEARNING MODULE COMPLETION EVALUATION

have one other ers/ uc-	What have you read?	What have you written?	What have you made, demon-strated or photo-graphed	What changes have you made in the center where you teach	What else have you done (visits, etc.)?

er, Child Development Associate Pilot Training Program,

Review

The purpose of this component is to offer the student an alternative means to success if the competency was not mastered. It may simply involve going back through the learning activities or the trainee and trainer may develop alternative activities that might help the student become competent. This procedure then is a means of attaining success rather than a punishment for failing. The trainer may suggest going to another learning module that the trainee can master before continuing with the one that is causing difficulty.

References

Once the student has attained competency in a specific area, she may wish to explore further some of the interests she has developed. The student might want to do additional reading, join a related professional organization, attend workshops at a nearby college, or take a study trip to an "experimental" or laboratory setting where specific competencies are used extensively. The reference component could also include a bibliography of materials from the learning activities and experiences component.

Evaluating Learning Modules

The true test of the effectiveness of any instructional materials is in the resulting effect the material has on the learner. By using learning modules in your program, by collecting feedback on their usefulness and effectiveness as seen by the learners, and by evaluating the change in the learner's behavior, you can evaluate and then revise the learning modules. This should be viewed as a continuing process.

GENERAL CHARACTERISTICS

There are some general characteristics that you may wish to evaluate before the learning modules are given to the students. Compare the characteristics below with the standards you have for learning modules.

1. The objective of the learning module is worthy of the emphasis it is given.

2. The objective of the learning module is appropriate to my training system and philosophy.

3. The learning experiences and activities are sufficient in content, quality, and quantity to assist the learner in achieving the objectives.

4. The students will believe the objectives of the learning module are reasonable and important.

5. The students will see how the objectives of the learning module relate to the job they are training for.

6. The learning module is sensitive to the needs of the students.

7. The expectations and directions of the learning module will be clear to the students.

8. The learning module is free of jargon and words outside the students' vocabulary.

9. The learning module allows the students to evaluate and have input into the module's procedures.

10. The learning module encourages the students to demonstrate their initiative and creativity.

11. The learning module is "humanistic" throughout the procedures and activities rather than didactic or authoritarian.

12. The learning module offers students options and alternatives.

SPECIFIC CHARACTERISTICS

The components of learning modules may have the following characteristics:

Objectives:

-- Does it offer a clear statement of the specific competency the students will be asked to master?

-- Does it describe what the learner will be able to do as a result of successfully completing the learning module?

-- Does it clearly specify criteria the students must meet to demonstrate the competency?

-- Does it offer an observable end-product or behavior?

Rationale:

-- Does it clearly define the purpose of the learning module?

-- Does it explain the importance of the learning module?

-- Does it show how this module relates to the entire training program?

-- Does it appeal to the students' logic rather than simply being forced on the students?

-- Does it reflect what the student will need in the field when she begins working as a CDA?

Prerequisites:

-- Are they held to a minimum?

-- Are they stated as competencies needed rather than modules that must be completed?

-- Are references and resources provided for the required competencies?

Initial Evaluation

-- Is it optional for the student?

-- Does it clearly outline procedures which will allow the student to demonstrate mastery of the stated competencies?

-- Does it assess only the competency stated in the objectives yet also provide for feedback on other competencies?

-- Does it allow the trainer the opportunity to provide feedback to the student concerning the training she may need to become competent?

-- Is the procedure concise enough to provide the students with some immediate feedback?

-- Is it based on the criteria stated in the objective?

Learning Experiences and Activities

-- Are several learning alternatives offered to mastering the competency?

-- Are the learning experiences directly related to all the objectives--not "busy work?"

-- Are the learning alternatives sequenced in order of those most likely to assist the student in gaining competence?

-- Do they take into account the student's learning ability and style?

-- Does the student have the opportunity to develop or pursue activities that she feels will assist her in gaining competence?

-- Do the learning activities allow practice of the competency in the same or at least very similar setting that will be used to assess the competence?

-- Do the students see the activities as the means to competence rather than the attainment of competence?

Learning Module Completion Evaluation

-- Does it determine if the student can demonstrate mastery of the stated competency?

-- Does it assess only the competency stated in the objective yet provide for feedback on other competencies?

-- Does the procedure provide some immediate feedback to the student concerning her attainment of the competency and provide the trainer with information and recommendations for further training?

-- Does the time needed for the initial evaluation procedure make its use prohibitive?

Review

-- Is there a provision for reviewing the activities?

-- Does the module have a sufficient number of learning activities to offer the student optional means of acquiring competence?

References:

-- Does the module provide additional information to the student who wishes to pursue the objectives further?

-- Does the module allow the students to explore additional resources in the competency area?

APPENDIX A
A Procedure for Specifying Training Objectives Based on the CDA Competencies

This procedure will help you to

- Clarify training objectives
- Generate competency indicators and criteria which can be used in ongoing assessment

STEP 1

Select a CDA competency from pages 11-16 of the Child Development Associate Training Guide for which you want to develop training objectives and competency criteria, or select a competency as defined by your program. (e.g., B. 13 Acquaint children with the people who keep things functioning in their immediate environment)

STEP 2

If the competency selected in Step 1 combines several distinct competencies, use the words and phrases in that statement to list these competencies separately.

STEP 3

For each competency listed in Step 2, describe what you would look for to indicate that a CDA trainee needs further training in this area. You may find it helpful to group these "indicators" in the following way:

- What would the trainee be doing to show a need for further training?
- What would the children be doing to show that the trainee needs further training?
- What else would show that the trainee needs further training?

STEP 4

List the "indicators" that would show that the trainee has mastered each competency listed in Step 2 by analyzing:

- What would the trainee be doing when she has mastered the competency?

- What would the children be doing when the trainee has mastered the competency?

- What else would show that the trainee has mastered the competency?

STEP 5

Can you answer any or all of the following questions to further specify each indicator from Step 4?

- How often should this indicator be seen? (e.g. All the time, half the time, never, one out of four observations, etc.?)

- Where should this indicator be seen? (e.g. In all areas of the classroom, in parent conferences, posted where it can be seen by visitors to the classroom, on the playground, in the art area, on each child's art work, etc.?)

- When should this indicator be seen? (e.g. At juice time, at the beginning of each day, when changing activities, during fire drills, when children are over-excited, when working with other staff, etc.?)

- What is the acceptable level of performance of this indicator? (e.g. that meets local health codes, that meets Head Start performance standards, in 8 out of 10 cases, that satisfies all parents, that involves all the children, etc.?)

STEP 6

Using the indicators you have more specifically defined in Step 5 and the indicators from Step 4 that were already specific and could not be made more so by Step 5, check the validity of each indicator by answering the following questions.

- Is this indicator within the realm of the role definition of the CDA?

- What is the rationale for using this indicator as evidence of competence?

- Is this indicator directly related to the competency statement in Step 2?

- Does this indicator reflect quality and not mere quantity?

APPENDIX B
Suggested Criteria for Assessment in the CDA Training Project

I. MULTI-DIMENSIONAL

- Utilizes a variety of assessment procedures and assessors
- Takes place in the natural setting.
- Includes many conditions, at different times, and in many contexts.
- Occurs over an extended period of time.
- Attests to both knowledge and performance.
- Evaluates pre-existing abilities.

II. INVOLVES THE CANDIDATE

- Includes self-assessment component.
- Jointly developed assessment occurs.
- Establish individual priorities for training.
- Creates self-awareness of strengths and weaknesses.
- Competence and criteria for evaluation stated in advance.

III. ADMINISTRATABLE

- Includes both cost effective, construction and administration/observation time.
- Functions as simply as possible.
- Utilizes whenever feasible, existing information (i.e. lesson plans, room arrangement, regularly scheduled staff meetings).
- Offers clear instructions for administering/answering/observing and recording.

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*These criteria were compiled by the Child Development Associate Consortium, Inc. and High/Scope Educational Research Foundation.

- Provides space for CDA candidate's name, observer's name (if there is one), data and other pertinent information.

IV. INTERPRETABLE

- Has clearly stated competency and criteria for evaluation.
- Offers easily readable and understandable statements in observable/demonstratable terms.
- Yields individual profile of strengths and weaknesses.

V. DIAGNOSTIC

- Identifies specific training needs.
- Helpful in determining how a person learns best.

VI. SUPPORTIVE

- Non-threatening to candidate (emphasize strengths).
- Promotes self-directed improvement.
- Offers feedback to candidate which is understandable and useful.
- Utilizes a form that can be accessible to the candidate (i.e. placed in her portfolio)

APPENDIX C
Sources of Training Materials
Produced by CDA Training Projects

The Head Start Supplementary Training/Child Development Associate Training programs that are generously willing to share their materials almost unanimously request three things in return. First, due to the developmental nature of the materials, programs adopting or adapting materials from other programs are requested to provide specific feedback in the form of evaluative comments to the original material developers. Second, the costs of duplicating, handling, and mailing these materials, in many cases, will be passed on to the programs requesting the materials. Third, when writing for information, programs are asked to state their specific training needs in order for the originators of the materials to more effectively and specifically respond to those requests.

REGION I

Ms. Temple Fawcett
Child Development Associates Training Program
520 Rock Street
Fall River, Massachusetts 02720

Learning modules organized around groups of competencies - write in September, 1974 for list of materials.

Ms. Fran Litman
Wheelock College
35 Pilgrim Road
Boston, Massachusetts 02215

Write in January, 1975 for information concerning assessment instruments and learning modules.

REGION II

Ms. Janice Beaty
Elmira College
Head Start Supplementary Training Program
Elmira, New York 14901

Learning modules, teacher and child assessment checklists. Write for list of available materials.

Ms. Susan Jackson-Brown
54 Dayan Street
Lowville, New York 13367

Write in October for information concerning learning modules now being produced.

Dr. Rhoada Wald, Project Coordinator
Ms. Mary K[illegible]ndorf
Long Islan[illegible]earning Center
Empire Stat[illegible] College
P.O. Box 130
Old Westbury, New York 11568

Assessment procedure in checklist format with indicators for each competency area. Designed for use in Empire State College - SUNY's individualized learning contracts. Available in October, 1974. Write for more information.

REGION III

Ms. Dorothy Muirhead Campbell
Child Development Associate Project
California State College
California, Pennsylvania 15419

Write for list of CDA Training materials in November, 1974.

Ms. Ruth Endress
Head Start Supplementary Training
Room 311 Butterfield Hall
Edinboro State College
Edinboro, Pennsylvania 16412

CDA Competency Handbook (recently revised) contains CDA competencies and Head Start performance standards, glossary in each of the six units, three knowledge base mini-courses, activities related to the competencies, documentation and evaluation forms, goals for trainees and information concerning the assessment observation process. Write for additional information.

Ms. Marcella Lingham
Child Development Associate Training Project
Stevens School - Room 304
Spring Garden West of 13th Street
Philadelphia, Pennsylvania 19123

Write for list of CDA training materials being produced for this project by the following cooperating agencies: Research for Better Schools, Inc., Community College of Philadelphia and the School District of Philadelphia.

REGION IV

Dr. Frankie G. Ellis
The School of Education -
Tuskegee Institute, Alabama 36088

"An Assessment of the Child Development Associate Competencies," prepared by graduate students in Education 617, Administration of Early Childhood Education Programs. The class, under the guidance of Dr. Frankie G. Ellis, developed this instrument as a means of assessing the CDA candidate in attaining the CDA competencies.

Father Steve Foley
Spring Hill College
Mobile, Alabama 36608

CDA training curriculum materials and assessment instruments are available. Write for more information.

Ms. Sally Hardy
Child Development Associate Project
Allen University
1530 Harden Street
Columbia, South Carolina 29204

Write for list of learning materials with resources and assessment procedures, field site contracts and other materials.

Mr. David W. Phillips
Head Start Supplementary Training
West Georgia College
Carrollton, Georgia 30017

Expanded list of CDA competencies, and assessment instruments and procedures are available. Write for additional information.

Mr. Dick Rustay
Region IV CDA Pilot Training Project
Asheville Child Development Training Program
A Division of the Opportunity Cooperation of Madison - Bucombe Counties
133 Livingston Street
Asheville, North Carolina 28801

Write for information about available learning modules and training resources.

REGION V

Dr. Murray Krantz
Marcia Verzaro
733 Enderis Hall
School of Education
University of Wisconsin - Milwaukee
Milwaukee, Wisconsin 53201

Various material relating to the field implementation of CDA training. Call or write for more information; please state specific needs.

Ms. Kathleen Thomas
Child Development Associate Project
P.O. Box 104
Bemidiji State College
Bemidiji, Minnesota 56601

Write for information about available training materials.

REGION VI

Ms. Pearl Andrews
Head Start Supplementary Training Program
P.O. Box 9651
Southern University
Baton Rouge, Louisana 70813

Write for list of CDA training materials.

Ms. Caroline Carroll
Texas CDA Pilot Training Project
Texas Department of Community Affairs - OECD
611 South Congress
Austin, Texas 78704

Curriculum modules and assessment instruments available, December, 1974. Write for more information about these training materials being produced by the State of Texas CDA projects funded by the Texas Office of Early Childhood Development.

Mr. Dale Chlouber
Child Development Associate Project
Eastern Oklahoma State College
Wilburton, Oklahoma 74578

Producing 125 self contained units of instruction, 11 sets of training components containing competencies and criteria, and summary sheet of individualized instruction in the Oklahoma Pilot Program. $3.00 for set of representative materials.

REGION VII

Mr. Jim Carlisle
Head Start Training Office
Department of Child Development
Iowa State University
Ames, Iowa 50010

Write in December, 1974 for information about training packets.

Ms. Pearl Draine
Office of Child Development/OHD
Department of Health, Education, and Welfare
Region VII
Federal Building
601 East 12th Street
Kansas City, Missouri 64104

Ms. Kathryn Nelson
Child Day Care Association
The Educational Confederation
Forest Park Community College
5600 Oakland Avenue
St Louis, Missouri 63110

Write Kathryn Nelson, with courtesy copy to Pearl Draine, for information concerning CDA training materials.

Mr. Ken Nye
Head Start Training Office
Emporia State College
Emporia, Kansas 66801

Catalog of training resources indexed to the competencies and other training and assessment materials available. Write for more information.

REGION VIII

Ms. Velma Lehman
Child Development Associate Project
Community College of Denver, North Campus
1001 East 62nd Avenue
Denver, Colorado 80216

Six learning units based on the CDA competencies will be available in mid-September, 1974. A workbook approach is utilized to combine academic and practical application of the competency-based concepts. Provides for individualization of training as determined appropriate by the trainer and trainee, contains assessment procedures based on criteria and concrete objectives. The set of six learning units reflect the content of ten early childhood courses offered by the Community College of Denver. The projected cost of the complete set of the six units is approximately $50.00. To order these materials, write: Community College of Denver, North Campus Bookstore, Attention Bookstore Manager at the above address. Contact Velma Lehman for further information.

Dr. Jean Kunz
Weber State College
Ogden, Utah 84403

Write for information about learning modules.

REGION IX

Ms. Martha Huneycutt
Mr. Warren Miller
Head Start Supplementary Training
Woodruff at Overfield Road
Central Arizona College
Coolidge, Arizona 85228

Assessment tools, one for use by team, other for self-assessment. Projected group of 35 training modules (10 available September 1, 1974, all 35 available January 1, 1975) each used for basis of granting one credit hour. Modules designed for use by trainer. Some modules cultural and Head Start program specific. Slide-tape programs available for use with specific modules. Write for more information.

REGION X

Ms. Mary O. Haller
Head Start STATO
University of Washington
411 Hall Health Center
GS - 15
Seattle, Washington 98195

Write in September for information about curriculum training outlines. Outlines include behavioral objectives, indicators, rationales and resources.

Ms. Darrell Johnson
Head Start - STATO
P.O. Box 1491
Portland, Oregon 97207

Producing 24 CDA modules, module on "Classroom Arrangement available now, remaining modules to be completed by November, 1974. CDA training program organization and assessment package for Oregon also available. Write for more information.

ADDITIONAL RESOURCE

High/Scope Educational Research Foundation
125 North Huron Street
Ypsilanti, Michigan 48197

Media supported learning modules produced for the Office of Child Development are available in the following titles:

- The Block Area, Parts I - V
- Supporting Children's Intellectual and Physical Development
- Helping Children Make Choices and Decisions, Parts I - V
- Experiencing and Representing, Parts I - IV

Write the High/Scope Educational Research Foundation or the Office of Child Development for additional information.

APPENDIX D
Selected Bibliography
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